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ABSTRACT

This guide is designed to assist adult education leaders and practitioners to consider carefully the adoption of one or more of the available National Diffusion Network (NDN) projects. It is also intended to help them understand their opportunity and responsibility for improving adult education practice through the proper use of adoption techniques. Answers to 13 questions about adopting NDN projects appear first. Section A is an NDN Projects Matrix. Each project is described in terms of characteristics (educational area, adopting agencies, populations, outcomes); adoption requirements (training days, number of trainees, training location, additional staff, special facilities, special equipment, relocation time, evaluation by adopter); and services available (awareness materials, orientation workshop, conference presentations, technical assistance, followup, demonstration sites, and on-site evaluation). Section B contains project descriptions (target audience, description, evidence of effectiveness, implementation requirements, financial requirements, services available, and contact person(s). Other contents include examples of key elements, sample adoption agreements, state facilitator agreement form, statewide implementation model, adoption data form, a list of NDN state facilitators, and a list of state directors of adult education. (YLB)

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Adopting NDN Projects

A GUIDE FOR ADULT EDUCATION PROGRAMS

APRIL 1985

DIVISION OF ADULT EDUCATION
U.S. DEPARTMENT OF EDUCATION

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The National Diffusion Network (NDN) is a federally funded system that makes exemplary educational projects available for adoption by adult education and other programs and institutions. Adoption of an NDN Project can save an Adult Education program time, money, and considerable effort. NDN provides dissemination funds to exemplary projects for two purposes:

1. To enable the projects to make educators aware of services.
2. To enable the projects to provide inservice training, followup assistance and materials to educational programs that want to adopt them.

NDN also provides funds to persons known as **State Facilitators**, whose job is to serve as "matchmakers" between NDN projects and adult educators that could benefit from adopting the NDN projects (see Section H).

In order for an education project to apply for NDN funds, it must first submit evidence that its process, materials, etc. are effective, and have real potential for successful adoption by adult education programs throughout the country. This is determined by a Joint Dissemination Review Panel (JDRP) of federal research and evaluation staff. Ten adult projects have been validated, and twelve others have shown possibility for use with adult learners (see Section B).

The purpose of this GUIDE is to assist adult education leaders and practitioners to:

1. Carefully consider the adoption of one or more of the available NDN projects.
2. Understand their opportunity and responsibility for improving adult education practice through the proper use of adoption techniques.

QUESTIONS AND ANSWERS ABOUT ADOPTING NDN PROJECTS:

1. **Will the adoption of an NDN project cost a lot of money?**

   No. Potentially it could **save a lot of money.** The average 310 Special Project is funded for $20,000 for one year. Full development of NDN projects is usually a 3 to 4 year arrangement, and at much higher levels of investment. On the other hand, states that invest in adoption grants for local program implementation are spending **much less** for these NDN adoptions.

2. **How much does it cost to adopt?**

The description of NDN projects (Section B) identifies replication costs for these innovations. As cited above, this is a bargain compared with original development by a state or local program. Costs generally cover travel, training materials, and curriculum.

3. **Where can I find funding for adoptions?**

Section 310 funds have been mentioned already. Other sources that have been used include:

- FTE's, and other types of state reimbursements
- Section 306 program funds and local matching funds
- JTPA funds, state & local program level
- Library funds, national, state and local
- the National Institute of Corrections

Many NDN adoptions are cost-shared with the NDN project and State Facilitator funds....both get "credit" for adoptions. Funding arrangements should be negotiated early in the adoption process, and made part of the adoption contract (see examples, Sections **D** & **E**).

4. **These are NATIONAL projects. Will they work for OUR program?**

Yes. Of the 22 projects described in Section **A** and **B**, there is certainly one or more that you should consider for adoption. These projects are nationally validated for effectiveness, it's true. But a major reason for the validation is that they have proven to be successful at the local program level, and are generalizable to other states and a variety of adult populations. By contrast, many of the practices and materials used by local programs have never been proven effective at any level. Projects and curricula with proven effectiveness have a greater chance for success, if properly adopted by your program.

5. **Does a whole state have to adopt? Or can local programs benefit from adoptions on their own?**

There are distinct benefits to statewide planning and adoption of NDN projects, such as effective evaluations of local adoptions, consistency of data, use of existing staff development and resource dissemination mechanisms, and economy of scale (see Section F). However, most adoptions are strictly local. There is still a state role...through the funding of mini-grants for local adoptions or dissemination of information to encourage adoptions in other parts of the state.

6. **Do NDN projects have special requirements for adoptions?**

Yes. This is a point that is **frequently misunderstood** by state and local adult education directors. Please take a few minutes to review the examples of "key elements" for NDN project adoptions in Section **C.** It is important that adoption requirements be considered **before** funds are invested or training arrangements are made. Attending a project orientation session at a national, regional or state conference is an excellent way to become more familiar with adoption expectations. Remember, adoption is a serious commitment...not a "pick and choose" arrangement. Training, use of materials, pre/post-testing, etc. are usually required.

7. **Is it possible to see a project in action before buying in?**

You bet. All NDN projects have set up at least one demonstration site. Many can refer you to previous adoptions throughout the country. Look at the Matrix (see Section A).

8. **I've heard that NDN adoptions are difficult to implement. How hard is the adoption process?**

Many are relatively easy to adopt. Others require considerable investment in time, money, commitment, trained staff, etc. **All** are cost-effective. Difficulty of adoption also depends on the "state of the art" of your program. Local and state A.E. programs are at various levels of development. NDN projects are varied also. There is considerable variety from which to choose.

9. **We've always developed our own curriculum materials, programs, etc. How can we encourage teachers and directors to support the adoption of an out-of-state project?**

There are provisions for local program staff to make an NDN adoption **their own.** Project trainers are experienced in helping participants "buy into" the process and materials offered. Understandably, there is also some degree of "localization" of the adoption. This is healthy and valuable, as long as the key elements of project adoption are honored. Also, adopting a nationally validated project can help a state or local A.E. administrator provide critical professional and program leadership to staff and participants.

10. **Can NDN projects be integrated with our existing programs? Or do we have to start from scratch?**

Don't start from "scratch". Most NDN projects were developed **and** validated for integration with existing programs, staff, locations, and budgets. Those that require new efforts emphasize coordination with existing ABE, community education, GED programs, etc. Again, see the Matrix (Section A).

11. **How much support is required to keep the adoption going, after initial implementation?**

Because the adoption of an NDN project is cost-effective and efficient, regular local program funding is often sufficient for continued operation after the initial adoption stage. Occasionally, followup technical assistance or additional training will be needed. It's best to put this in the adoption agreement, if possible. It is also recommended that state and local administrators be involved in planning and executing adoptions. This will help assure continuity with on-going program functions, and will facilitate the "institutionalization" of the project.

12. **Who will evaluate the adoption? How will we know if it's successful?**

Both the NDN project and the adopting agency are responsible for evaluating the adoption. Statewide adoptions should also involve State Department of Education staff in assessment of project outcomes. State Facilitators are available to help, too. Typical evaluation data include: number of students and program volunteers, student gains, impact on lives of students, etc. See the sample in Section **G.** Another important point: The evaluation instruments that NDN projects use are tools to help document the success of ABE programs. This is especially significant in states that are pushing "accountability" and "excellence".

13. **Okay, where do I start?**

- **If you are a local Adult Education director,** contact your State Director of Adult Education (Section I), then your NDN State Facilitator (Section H). Their suggestions for project orientation, funding, etc. can be helpful in planning the initial steps. Sharing your ideas with other local directors in your area might lead to a coordinated, multi-program effort. You, or the State Facilitator, can then contact the specific project(s) to discuss adoption training.

- **If you are a State Director of Adult Education,** contact your NDN counterpart - the State Facilitator (Section H). They may be unfamiliar with your State AE system, and this is an excellent opportunity to begin dialog that could benefit both of you for years to come. The State Facilitator may arrange for an NDN orientation conference, involving many local programs and one or more of the adult NDN projects.

- **If you are an NDN State Facilitator,** why not get better acquainted with the Adult Education Program in your state? Call the Adult Education State Director (Section I). There is potential for numerous adoptions in AE programs.

We hope these questions, answers, descriptions and examples will help you decide to: **YES**---adopt one or more of the available NDN projects.

Adult educators can now take a more professional route...A.E. programs in 25 states already have, why not join them?

The Division of Adult Education appreciates the assistance of the following persons in developing this GUIDE:

Jim Bowling (Ohio); Sharon Darling (Kentucky); Patty Keeton (Maryland); Susan Paull (Kentucky); Marc Potish (Connecticut); Iris Saltiel (New Jersey); Elaine Shelton (Texas); Katherine Wallin (New Jersey); Linda Warner (Indiana); Jane Zinner (California). Special thanks to Frances Littlejohn for her preparation of the Guide Manuscript.

NDN PROJECTS MATRIX

PROJECTS:	APL	BES	CLASS	CASAS
CHARACTERISTICS				
1. Educational Area	Life Skills, Adult Diploma	Adult Literacy	Life Skills, ESL, ABE	Life Skills
2. Adopting Agencies	LEAs, High Sch., Corrections, Military	Community-Based Organizations	LEAs, Corrections, Secondary and Continuation, Special ED	SDEs, Corrections, Special Ed., LEAs
3. Populations	All levels of adults	Non-reading and lowest level adults	Adults in ABE/ ESL Programs	Pre-secondary level adults
4. Outcomes	Certified Life Skills, H.S. Diploma	Basic Literacy	Certified Life Skills	Certified Life Skills
ADOPTION REQUIREMENTS				
1. Training Days	One for Curriculum Program Two for Diploma Program	To Be Determined	Three to Four Hours	Three days
2. Number of Trainees	No minimum	TBD	No minimum	-
3. Training Location	Anywhere	TBD	Anywhere	Anywhere
4. Additional Staff	Reassign existing staff	TBD	Reassign existing staff	Reassign existing staff

PROJECTS:	APL	BES	CLASS	CASAS
ADOPTION REQUIREMENTS				
5. Special Facilities	None	None	None	None
6. Special Equipment	None	None	None	None
7. Replication Time	6 Months	TBD	6 to 12 Months	-
8. Evaluation by Adopter	Yes	Yes	Yes	Yes
SERVICES AVAILABLE				
1. Awareness Materials	Yes	Yes	Yes	Yes
2. Orientation Workshop	Yes	Yes	Yes	Yes
3. Conference Presentations	Yes	Yes	Yes	Yes
4. Technical Assist.	Yes	Yes	Yes	Yes
5. Followup	Yes	Yes	Yes	Yes
6. Demonstration Sites	Texas, Elsewhere	Bronx, NY	California, Elsewhere	California, Maryland
7. On-site Evaluation	Yes	TBD	Yes	Yes

PROJECTS:	ECRI	EDP	FIST	JCARP
CHARACTERISTICS				
1. Educational Area	Reading and Other Language Skills	Alternative High School	ABE, Life Skills, Literacy, Volunteers	Basic Literacy, Life Skills
2. Adopting Agencies	LEAs, Corrections, High Schools, Adult Educ. & Comm. Colleges, Trade Tech. Colleges	LEAs, Corrections, Labor Unions, Community-based Organizations, JTPA	LEAs, CBOs, College & Universities, Corrections	LEAs, Community Organizations, Corrections
3. Populations	All levels of adults	Adults over the age of 18	Lower level ABE	Adults 0-6 reading level
4. Outcomes	Improved Reading and Writing Skills; Certified Life Skills, H.S. Diploma	High School Diploma	Students gain in reading ability and also are able to apply reading skills to real-life situations	Students acquire basic literacy & life coping skills
ADOPTION REQUIREMENTS				
1. Training Days	For teachers of adults: Three to Five Days	3 Days	Two days (12-16 hours)	3 Days
2. Number of Trainees	20 to 25 per class	As few as three	No minimum, maximum of 20	25-40 preferred
3. Training Location	Anywhere	Anywhere	Anywhere	Anywhere

PROJECTS:	ECRI	EDP	FIST	JCARP
ADOPTION REQUIREMENTS				
4. Additional Staff	None	Current staff can serve as Advisor, Assessor, Assessment Assistant	Reassign existing staff	May reassign existing staff - 10 hrs. Per Week
5. Special Facilities	None	None	None	None
6. Special Equipment	None	None	None	None
7. Replication Time	Semester or Term	6 months	1-3 Months	3-6 Months
8. Evaluation by Adopter	Yes	Yes	Yes	Monitoring & Assistance
SERVICES AVAILABLE				
1. Awareness Materials	Provided without cost	Yes	Yes	Yes
2. Orientation Workshop	Yes--costs negotiated	Yes	Yes	Yes
3. Conference Presentations	Yes--costs negotiated	Yes	Yes	Yes
4. Technical Assist.	Yes--costs negotiated	Yes	Yes	Yes

PROJECTS:	ECRI	EDP	FIST	JCARP
SERVICES AVAILABLE				
5. Followup	Yes--costs negotiated	Yes	Yes	Yes
6. Demonstration Sites	Yes	New York State, Virginia, Montana, Connecticut, Elsewhere	New Jersey	Kentucky, Elsewhere
7. On-site Evaluation	Yes--costs negotiated	Yes	Yes	Yes

PROJECTS:	NOMAD	READ BY READING	CITY AS SCHOOL	COFFEE
CHARACTERISTICS				
1. Educational Area	Migrant Education	Literacy & Basic Ed.	Alternative High School	Basic Skills, Occupational Training
2. Adopting Agencies	LEAs	Libraries, Schools: High & Adult, Corrections	LEAs	LEAs, Skill Training Center
3. Populations	Young Migrant Adults and Families	Illiterate & Semi-literate Adults	Young Adults	Ages 14-21 but Applicable for Adults
4. Outcomes	Reading and Math Skills	Learn to read and/or gain in GPL	Diploma	High School Diploma, Entry Level Skills
ADOPTION REQUIREMENTS				
1. Training Days	-	None Needed	3 Days	1 for awareness, 3 for program detail
2. Number of Trainees	-	N/A	-	No Minimum
3. Training Location	Adopter Site	N/A	Project Site or Adopter Site	Will Travel to Site
4. Additional Staff	-	Teacher's Aides desirable	-	Reassign existing staff
5. Special Facilities	None	None	None	School-within-School Model

PROJECTS:	NOMAD	READ BY READING	CITY AS SCHOOL	COFFEE
CHARACTERISTICS				
6. Special Equipment	None	None	None	Computer hardware/ software for hi-Tech components
7. Replication Time	-	2 Months	-	6 Months
8. Evaluation by Adopter	Yes	No	Yes	Yes
SERVICES AVAILABLE				
1. Awareness Materials	Yes	Yes	Yes	Yes
2. Orientation Workshop	Yes	No	Yes	Yes
3. Conference Presentations	Yes	No	Yes	Yes
4. Technical Assist.	Yes	No	Yes	Yes
5. Followup	Yes	No	Yes	Yes
6. Demonstration Sites	Lawrence, Michigan	None Available	New York City	Oxford, Massachusetts
7. On-site Evaluation	Yes	No	Yes	Yes

PROJECTS:	HOST-M	HOST-R	INDIVIDUAL LANGUAGE ARTS	MERRIMACK CAI
CHARACTERISTICS				
1. Educational Area	Diagnostic/Prescriptive Tutorial Math	Diagnostic/Prescriptive Tutorial Reading	Written Composition	CAI (Basic Skills through GED)
2. Adopting Agencies	LEAs	LEAs	LEAs	Training in use of Computer as a tool; i.e., for Word Processing Data Bases, etc. SEA; LEA; Adult Learning Centers
3. Populations	Adult Learners (Potential)	Adult Learners (Potential)	Adult Learners (Potential)	Staff/Faculty at adult learning centers
4. Outcomes	Math Skills	Reading Skills	Gains in vocabulary, sentence structure, organization, mechanics & grammar	Skills in use of microcomputer as a useful tool; Skills in selecting software for students/clients
ADOPTION REQUIREMENTS				
1. Training Days	3 Days	4 Days	Two Days	Different components vary in terms of time requirements
2. Number of Trainees	-	-	-	For Training Institute; up to 25; for awareness 50 or more

PROJECTS:	HOST-M	HOST-R	INDIVIDUAL LANGUAGE ARTS	MERRIMACK CAI
ADOPTION REQUIREMENTS				
3. Training Location	Project Site or Adopter Site	Project Site or Adopter Site	New Jersey or Adopter Site	States, Adult Centers, MASS. MEC Site, etc.
4. Additional Staff	Aides & Tutors	Aides	None	Staff reassigned
5. Special Facilities	Computerized version is available	Computerized version is available	-	Equipment & Software with Appropriate Facility
6. Special Equipment	Computerized version is Available	Computerized version is available	-	Microcomputer (e.g., IBM/XT, APPLE, etc.) or Data General Mini-Computer etc.
7. Replication Time	-	-	-	Different Lighthouse components require different schedules
8. Evaluation by Adopter	Yes	Yes	Yes	Can be Provided (e.g., Forms for Evaluation of Computer Concepts, etc.
SERVICES AVAILABLE				
1. Awareness Materials	Yes	Yes	Yes	State Department reports; evaluation of software forms; training agencies & ransparencies, etc.

PROJECTS:	HOST-M	HOST-R	INDIVIDUAL LANGUAGE ARTS	MERRIMACK CAI
SERVICES AVAILABLE				
2. Orientation Workshop	Yes	Yes	Yes	1/2 Day awareness up to 100 People
3. Conference Presentations	Yes	Yes	Yes	Yes -- State Model for software and microcomputer utilization
4. Technical Assist.	Yes	Yes	Yes	Yes
5. Followup	Yes	Yes	Yes	Yes
6. Demonstration Sites	Vancouver, Washington Elsewhere	Vancouver, Washington Elsewhere	New Jersey	Adult Learning Centers in Massachusetts
7. On-site Evaluation	Yes	Yes	Yes	Yes, can be provided based upon user assessed fee

PROJECTS:	MOD ORAL LANGUAGE	PRECISION TEACH	SCHOOL VOLUNTEER DEVELOPMENT	SUCCESS
CHARACTERISTICS				
1. Educational Area	Communications Handicapped Students Special Education - ESL - Bilingual	Basic Skills Content Areas Voc. Training	School Volunteer System	Basic Reading Skills
2. Adopting Agencies	LEAs, SEAs Special Schools e.g. Developmental Centers	LEAs, Post-Secondary Alternative High School	LEAs	Illiteracy Programs
3. Populations	All Grade and Age Levels	All Levels Preschool - Adult	Low Reading & Math Level Adults	All illiterate adult programs
4. Outcomes	Measurably improved oral language	Proficiency on identified skills	Reading and math skills	Master basic reading skills
ADOPTION REQUIREMENTS				
1. Training Days	4 Days Initial Workshop, 3 Days Follow-up	2 Initial Training Days, 1 + Follow-up Training Days	-	Two Days (project training staff not required)
2. Number of Trainees	20-25	No Minimum	-	10-15 Ideal Group Size
3. Training Location	Adopter Site	Anywhere	Miami, or Adopter Site	Anywhere

PROJECTS:	MOD ORAL LANGUAGE	PRECISION TEACH	SCHOOL VOLUNTEER DEVELOPMENT	SUCCESS
ADOPTION REQUIREMENTS				
4. Additional Staff	No additional staff	Reassign existing staff	Volunteers	Tutor for adult learning to read
5. Special Facilities	None	None	-	None
6. Special Equipment	None	None	-	Access to a tape recorder for training only
7. Replication Time	3-5 Months	3 Months	1 Year	1 Year
8. Evaluation by Adopter	Yes	Yes	Yes	Yes
SERVICES AVAILABLE				
1. Awareness Materials	Yes	Yes	Yes	Yes
2. Orientation Workshop	Yes	Yes	Yes	Yes
3. Conference Presentations	Yes	Yes	Yes	Yes
4. Technical Assist.	Yes	Yes	Yes	Yes

PROJECTS:	MOD ORAL LANGUAGE	PRECISION TEACH	SCHOOL VOLUNTEER DEVELOPMENT	SUCCESS
SERVICES AVAILABLE				
5. Followup	Yes	Yes	Yes	Yes
6. Demonstration Sites	Yes	Montana, Elsewhere	Miami	Washington & Michigan
7. On-site Evaluation	Yes	Yes	Yes	Yes

PROJECTS:	U-SAIL	WRITE
CHARACTERISTICS		
1. Educational Area	Life Skills Basic Math, Reading	Communications Basic Skills Writing Across Curriculum
2. Adopting Agencies	LEAs, Corrections, High School, Military	LEAs Adult Schools
3. Populations	All Levels of Adults	K-12, Adult
4. Outcomes	Basic literacy, competency, application of basic skills	Writing Improvement
ADOPTION REQUIREMENTS		
1. Training Days	Two Days initial training two Days follow-up	3 Days, 15 Hours
2. Number of Trainees	Maximum 30	2 in Glassboro 10-25 in LEAs
3. Training Location	Anywhere	Summer-in Glassboro School Year- LEAs
4. Additional Staff	Reassign existing staff	None - but identify key trainers
5. Special Facilities	None	None

PROJECTS:	U-SAIL	WRITE
ADOPTION REQUIREMENTS		
6. Special Equipment	None	None
7. Replication Time	1 Year	First Year - implement. 2nd Year - expand to other grades, staff
8. Evaluation by Adopter	Yes	Selected grades; pre & post writing samples; holistic ratings
SERVICES AVAILABLE		
1. Awareness Materials	Yes	Brochures, tech. briefs-description, evaluation data, adoption
2. Orientation Workshop	Yes	1 Hour awareness presentation for decisionmakers
3. Conference Presentations	Yes	Awareness as above
4. Technical Assist.	Yes	Consultation for needs assesment, implementation & evaluation

PROJECTS:	U-SAIL	WRITE
SERVICES AVAILABLE		
5. Followup	Yes	On site monitoring at reasonable expense; Management Handbook
6. Demonstration Sites	Utah	Several in New Jersey
7. On-site Evaluation	Yes	At cost, can train evaluators for holistic scoring if needed. We provide evaluation design & Instrument, then analyze data. Report provided.

PROJECT ADULT PERFORMANCE LEVEL PROGRAM (APL)

A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.

target audience Approved by JDRP as a program for general English-speaking population over 18. Curriculum materials for undereducated adults also have implications for elementary and secondary curricula, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Project research measured specified minimum competencies an adult must possess to function successfully.

Based on the objectives identified by APL research, a complete curriculum applies reading, writing, speaking-listening-viewing, computation, problem-solving, and interpersonal relations skills to the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. For example, adults learn how to read job descriptions or open savings accounts. The curriculum provides the activities and materials needed to teach toward each of the APL life-coping skills objectives. Printed materials are supplemented with cassette tapes. A pre/post diagnostic instrument for each objective is also included.

The APL competency-based high school diploma program offers adults a relevant alternative to the conventional four-year high school program and to the General Educational Development Test (GED). Adults can earn a regular high school diploma by demonstrating competencies gained through life skills-oriented adult education programs in combination with those gained through experience. The basic steps to the competency-based diploma are: placement tests, the competency-based curriculum described above (if indicated by scores on placement tests), a series of life-skills activities, and demonstration of an entry-level job skill or postsecondary education skills or skills in home management/maintenance.

evidence of effectiveness Program graduates demonstrate functional competence by scoring at APL level 3 in every objective within the five APL Content Areas, and by showing 100% competence in Life Skills Activities. Six-month follow-up surveys of graduates indicate higher levels of self-satisfaction. Graduates frequently recommend the program to others.

implementation requirements The APL curriculum can be adopted by a unit as small as a single teacher. The APL Diploma Program can be adopted by a unit as small as two persons performing counseling, teaching, and assessing functions. Preimplementation training is required. Reassignment of existing personnel usually suffices.

financial requirements Other than training, no other financial requirements are necessary. Existing Curricular materials often suffice; or supplementary materials may be budgeted.

services available Awareness, training and follow-up services all available, see contact below.

contact Elaine Shelton, Consultant; 2606 Top Cove, Austin, TX 78704
(512) 444-3488

Developmental Funding: USOE BOAE JDRP No. 75-13 Approved: 3/25/75
5/15/79

BES ADULT LITERACY PROJECT

Abstract

Purpose

The BES Adult Literacy Project is a reading program for functionally illiterate adults in the non-reader or beginning reader category. The project's instructional methods combine a problem-solving approach with a linguistic analysis of words, sounds, and sentences, and a highly structured sequence of oral and written drills. Instruction is provided over a twenty week treatment cycle. All instruction is classroom-based and occurs within community centers and churches.

Claim of Effectiveness

Students participating in the BES Adult Literacy Project improve their reading skills to a statistically significant degree ($p<.05$) as measured by the Tests of Adult Basic Education (TABE). This claim is based upon the results of longitudinal and cross-sectional studies conducted with several cohorts of students.

Design

A quasi-experimental research design — the Cohort Design — was used to assess program impact. The design combines traditional pre-posttest assessments and posttest-only comparison group assessments into one research plan to systematically control for alternative explanations to change.

Results

Longitudinal analyses revealed that the mean posttest scores of BES students were significantly higher than their pretest scores on all TABE reading scales ($p<.001$); gains were significant for seven different cohorts of students. The results of the cross-sectional comparisons demonstrated that BES students outperformed comparable groups of students not exposed to the program on all TABE reading scales ($p<.01$). Additional analyses revealed that BES worked equally well for men and women, and for adults of different racial/ethnic backgrounds and socio-economic levels. The findings, therefore, supported the claim of BES as an effective educational treatment for functionally illiterate adults.

Costs

Costs for the program are approximately $183 per student per year initially, but are reduced to $110 per student in subsequent years. For potential replicators who already employ paraprofessional staff, the costs could be as low as $20 per student.

Project Title and Location

BES Adult Literacy Project
Bronx Educational Services, Inc.
965 Longwood Ave.
Bronx, New York 10459
(212) 991-7310

PROJECT

PROJECT CLASS (Competency-based Live-Ability Skills)

A series of competency-based modules for teaching survival skills to adults of low-level reading ability.

target audience

Approved by JDRP for adults reading at 0-8 grade levels. This program has been used in high schools for basic skills remediation; in continuation schools, middle schools, and correctional institutions; and by programs for the mentally and physically handicapped, community outreach programs, and the military, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Adult students often have difficulty in transferring academic learning from classroom settings to situations encountered outside school. To address this problem, Project CLASS has developed two series of competency-based modules -- one for use with teacher-directed instruction, one for independent study -- providing instruction in survival skills to adult students at low (0-8 grade equivalent) reading levels. In classroom situations, students learn survival skills while improving their reading, writing, and math. Students who read at a higher level may use independent modules to meet course requirements or to earn elective credit.

The modules, which address useful topics in consumer economics, community resources, health, government and law, interpersonal relationships, and occupational knowledge, contain between one and nine objectives (average: four). Objectives are clearly stated, taught, and tested and show participating teachers, students, and others what the student has accomplished. Sixty modules have been developed, divided equally between APL level I (0-4 grade equivalent) and II (5-8 grade equivalent). To enable students to learn concepts at their own reading level, level I modules include two versions of the same concepts, one written at grade 0-2 reading level, the other at grade 3-4 level. Level II modules cover different objectives. Each module includes a teacher's guide (containing objectives, concepts, skills, teaching/learning strategies, resource list, evaluation report, annotated bibliography, answer keys, and specially written teacher's resources), student handouts, and a pre/posttest. An average of six hours (one to three class sessions) is required to complete a module.

Modules can also be used to provide remediation for the APL and SHARP tests.

evidence of effectiveness

Field testing using a locally developed instrument in a pre/post design to measure mastery of module objectives was conducted in fall 1979 at Adult Basic Education and English as a Second Language programs at four California sites ranging from rural (Clovis) to highly urban (San Diego). Pretest data were used to remove bias in favor of treatment classes. Differences between treatment and control groups in gain in percent of students mastering objectives were highly significant, as reflected in differences in median gains at individual sites (e.g., Clovis: 80 vs 0; San Diego: 20 vs 0).

implementation requirements

Adopters must purchase a set of CLASS and LifeSchool modules and provide inservice training and staff development time for teachers involved. Program can be implemented by a single teacher, an entire school, or a district. Facilities for reproducing tests and handouts are needed. No other special facilities or equipment are required.

financial requirements

CLASS modules: $225 per set (Level I Independent Study, $75; Level II Classroom, $75; Level II Independent Study, $75). LifeSchool Level I Classroom replaces CLASS Level I Classroom modules. LifeSchool Level I Classroom: four binders $225 (or $59.50 each) including a classroom management manual; available from Pitman Learning, Inc. Several classes can use same materials. Two-day implementation workshop at adopter site: $300 plus travel expenses. Continuation costs are limited to reproduction of tests and handouts.

services available

Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (all expenses must be paid, including trainer's fee, travel, and per diem). Implementation and follow-up services are available to adopter.

contact

Mary Rich, Project Director, or Lorraine Buston, Assistant Director; Clovis Adult School; Clovis Unified School District; 914 Fourth St.; Clovis, CA 93612. (209) 299-4367 or -2961.

Developmental Funding: BSDE BOAE, Adult Education Act, Sections 309, 310

JDRP No. 80-1 Approved: 1/31/80

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PROJECT California Adult Student Assessment Systems (CASAS)

A Comprehensive educational assessment system designed to provide adult education agencies with effective assessment materials and procedures to develop and evaluate a competency-based life skills educational program.

target audience

Approved by JDRP for secondary students and adults who are participating in ABE, ESL and high school programs.

description

The California Adult Student Assessment System is a comprehensive set of procedures and resources designed to enable adult educators to develop and evaluate a life skills curriculum for competency-based educational programs. CASAS provides an interrelated, flexible system that links curriculum, instruction and assessment, allows for growth through program levels, and provides a means of assessing students with tests designed to measure those competency statements selected and taught at the various difficulty levels. The System is comprised of four major elements, specifically: a CASAS competency list; CASAS Item Bank and User's Manual; Curriculum Index and Matrix; and Implementation Workshops. CASAS is adaptable to a variety of educational settings with diverse student populations.

Intended beneficiaries of CASAS are institutions that provide Adult Basic Education, English-as-a-Second Language, and high school completion programs for adults and secondary level students. Moreover, the students who participate in these educational programs are the beneficiaries of any improved instruction and management services provided by such institutions.

evidence of effectiveness

After one year, adult education agencies who utilized the CASAS model achieved a higher level of CBE implementation than institutions using other CBE approaches, as measured by the Institutional Self-Assessment Measure (ISAM). Students who participated in CASAS classrooms demonstrated a higher retention rate than students in non-CASAS classrooms, as measured by program enrollment records.

implementation requirements

Adopters must purchase Testing Materials. Existing staff may be used. No special facilities or equipment are required.

financial requirements

Testing System Materials: $425; Micro-Computer Management (optional): $410. All classrooms at a given site may use these materials. Three-day implementation workshop is conducted at adopter site.

services available

Awareness materials are available. Expenses for the training are the responsibility of the adopting agency. Visitation to six CASAS demonstration sites is available anytime by appointment. Follow-up, technical assistance, and evaluation services are available to adotpers.

contact

Patricia Rickard, Project Director; Adult and Continuing Education Department, San Diego Community College District, 3249 Fordham Street, San Diego 92110.(619) 230-2975

Developmental Funding: USDE BOAE, Adult Education Act, Section 310 JDRP No. 84-6 Approved: 3/20/84

PROJECT EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

target audience

Approved by JDRP for teachers of students of all abilities, grades K-12, and adults, mono- or multilingual, during reading and language arts instruction (including content reading) in suburban, urban, and rural areas, and at all socioeconomic levels. Also for paraprofessionals, parents, and peers who tutor students at school or at home under supervision of teachers.

description

ECRI's original purposes still hold: to identify critical teacher behavior essential in preventing reading failure, to provide inservice education for teachers geared to the research findings, and to disseminate this information. Teacher behaviors identified to date include abilities to: elicit correct responses from nonresponding pupils, establish high mastery levels of responses with performance and rate as criteria, correlate language arts activities to increase responses and save time, utilize effective management and monitoring systems, and diagnose and prescribe instantly when errors or no responses occur. Techniques are incorporated into specific directives during reading, grammar, spelling, dictation, creative writing, and penmanship instruction. Student advancement depends upon rate of mastery. A student progresses in practicing new skills and in working with materials independently of other students. No student waits for another. In small groups based upon instructional reading levels, students are instructed in those language skills that they will need in future work. Individual conferences are held daily. Students are reminded of the skills they have been taught, the skills they have mastered, and the skills they will be expected to master through the review (part of every skills instruction period). The teacher teaches new skills at least one mastery test in advance of the student who is passing the tests most rapidly, and reviews instruction for students at the lowest mastery test. Performance is individually measured with the mastery test. Absenteeism is not the problem it can be in the traditional classroom. No procedural changes need occur for a teacher to provide for the returning student. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on-task. The structure of the scheduling, record keeping, and multisensory instruction also keeps students motivated. Criteria for passing a mastery test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those teaching techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop the management system for mastery and individualization, and teach reading and language skills effectively.

evidence of effectiveness

Project was validated over three years (1971-74) with more than 700 pupils in four Utah districts. First-graders are reading at 3.8; second-graders average 95th to 99th percentile; clinic pupils average four months' gain per month; Title I pupils average 1.4 to 3.2 years' gain per year; secondary students average 2.5 years' gain per year. Data available upon request. Some tests used: SAT, Metropolitan, California Achievement, Gates-MacGinitie.

implementation requirements

A five- to ten-day preparatory inservice education program with one ECRI staff person for 25-30 trainees is desirable. Program includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are desirable. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 12 self-instructional teacher texts that are used by teachers during inservice.

financial requirements

At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and some travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks: $6.95 and $9.95, and mimeographed materials from ECRI. Mastery tests: 25¢ each; can be reproduced. ECRI staff time: $225 a day plus expenses.

services available

Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training at project site is conducted in October, December, March, June, and July (all expenses must be paid). Teacher of Teachers Conference is in September. Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 3310 South 2700 East; Salt Lake City, UT 84109. (801) 486-5083 or 278-2334.

Developmental Funding: USOE ESEA Title III JDRP No. 74-48 Approved: 5/23/74

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PROJECT NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM (EDP)

A competency-based alternative high school credentialing program for adults.

target audience Approved by JDRP for English-speaking adult students over the age of 18.

description This is an alternative high school credentialing program for adults who have acquired skills through their life experience and who can demonstrate those skills in applied performance tests. The project's objective is to provide adults with an assessment and credentialing process that is an alternative to traditional diploma programs such as General Educational Development (GED). The program provides no instruction: it is an assessment system through which adults can earn a regular high school diploma. The program has two phases. In the first phase, diagnosis, the adult is tested on six diagnostic instruments that help him/her identify learning deficiencies in the basic skill areas. If a deficiency is identified, the adult is given a learning prescription and is sent to the community to utilize the learning resources available. After the deficiencies have been corrected, the adult enters the second phase, final assessment. In this phase, the adult must demonstrate 64 generalized competencies in the basic and life skill areas of communication, computation, self-awareness, social awareness, scientific awareness, occupational preparedness, and consumer awareness. The adult must also demonstrate an individualized competency in one of three skill areas: occupational, special, or advanced academic. The assessment system is an open testing system characterized by flexibility in time and location of testing. It offers adults the opportunity to demonstrate process skills through a variety of documentation forms. There is an explicit understanding and discussion of all required competencies. Graduates of the program are surveyed 10 months after they receive their diplomas to determine the impact that graduation has had on their lives. To date, graduates report an increased interest in continued learning; job promotions and raises; and increased self-esteem and self-confidence.

evidence of effectiveness The age distribution of External Diploma participants reflects a significantly older population than the population served by the GED, indicating the EDP is highly successful in serving older adults. In determining the consistency of competency evaluations among staff assessors, an average agreement of 89.6% was established among the assessors. The program retention rate is 73.4%.

implementation requirements The New York State External High School Diploma Program can be adopted by a unit as small as three persons -- one advisor, one assessor, and one assessment assistant. A four-day training workshop for staff prior to program implementation is required, as is one inservice evaluation during the first year of operation.

financial requirements Materials: seven program manuals and one set of training materials must be purchased (contact project for cost). Equipment required is ordinarily found in an educational setting. Staffing: reassignment of existing personnel is possible.

services available Awareness materials are available at no cost. Visitors are welcome at project site and five additional home state sites by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is also conducted at adopter site (costs to be negotiated). On-site technical assistance is provided to adopters (expenses are covered).

contact Russel Kratz, Division of Continuing Education; External Diploma Program; New York State Education Department; Washington Avenue Albany, NY 12234 (518) 474-5808

Developmental Funding: USOE BOAE JDRP No. 79-26 Approved: 5/30/79

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PROJECT

PROJECT F.I.S.T. (FUNCTIONAL IN-SERVICE TRAINING)

An adult literacy program that uses trained volunteer tutors.

target audience

Approved by JDRP for adults 16 years old and older who are out of school and read below the 4.0 level.

description

Project FIST has developed a volunteer-based administrative and instructional delivery system aimed at meeting the special needs of low-level adult readers. A major reason for the ineffectiveness of traditional adult basic education programs is the lack of resources to provide the one-to-one instruction needed to remediate severe reading deficits. FIST was originally conceived as an integral component of ongoing basic skills programs, providing the intensive one-to-one tutoring and support needed before minimally proficient readers can benefit from regular instruction. FIST can be incorporated by existing programs at low cost.

After securing the commitment of the local ABE program, a part-time coordinator-aide is hired and a recruitment campaign for tutors and students is mounted. The project's Administrator's Handbook describes tested procedures for recruiting tutors and functionally illiterate adults, as well as how to establish a volunteer adult literacy component within an ongoing adult education program. The coordinator is trained by the project and is responsible for tutor and student recruitment, tutor training, arrangements for diagnostic and follow-up testing, student-tutor assignments, records management, and materials procurement. Tutors and students meet once or twice a week for one to two hours at a mutually convenient place, usually a local library or church, or within the learning center.

Tutor training is accomplished through a workshop using the project-developed text, Functional Literacy for Adults: A Worktext for Tutors. Emphasis is given to establishing a positive, empathetic relationship; selecting, creating, and using materials; and remediating specific reading problems. Workshop sessions usually meet once weekly for three hours over a six-week period.

Reading tests are administered regularly at four-month intervals. When test results show that students have outgrown their need for FIST, they are referred to the regular adult basic education program.

evidence of effectiveness

Results of the Woodcock Reading Mastery Tests showed improvement in the reading levels of project students. Other educationally meaningful findings were: tutor trainees improved their scores on the Tutor Training test, and students made positive behavioral changes in their lives as a result of participation in the project.

implementation requirements

FIST can be adopted by established ABE programs at very little cost. Basic requirements are the purchase of project materials, hiring or reassignment of staff to coordinate the project, attendance of pre-implementation training, and operation of the project for at least one year.

financial requirements

No new facilities are required, since tutoring is normally conducted off site, nor does FIST require any special equipment or costly materials. Program manuals must be purchased (contact project for cost). Educational material typically used in adult basic education is suitable. Existing staff can be reassigned.

services available

Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

contact

Iris Saltiel, Coordinator, or Pat Morley, Director; Project F.I.S.T.
Division of Community Education; Middlesex County College;
170 French Street; New Brunswick, NY 08901. (201) 249-7987

Developmental Funding: Bureau of Adult, Continuing, and Community Education, New Jersey Department of Education, and USOE ESEA Title VI

JDRP No. 83-35 Approved: 3/23/83

PROJECT JEFFERSON COUNTY ADULT READING PROGRAM (JCARP)

A program to deliver literacy instruction and life coping skills instruction.

target audience

Approved by JDRP for adults 16 years and older who are out of school and have a reading level below 6.0 grade as measured by a standardized test.

description

Two years of JCARP operation showed that materials, methods, and teachers were not singularly significant in program success, but that those students who attended more often showed greater gains. The necessity was, therefore, to develop a strategy to increase student retention. To that end, counseling was inculcated into each of the four components of JCARP that aimed to address the personal and social needs of this population as well as their academic deficiencies. The four components or intervention strategies are: Recruitment: Traditional means of recruitment such as print, electronic, and business/industry links were employed but in addition phone conversations with potential students were made to allay anxieties this population feel about pursuing their education. Former students also went door-to-door and addressed audiences to stress their personal experiences and provide a successful role model to help potential students overcome fears. These former students also met new students at the classroom and remained as tutors. This effort was designed to create a secure and unthreatening environment, thus lessening the likelihood of attrition. Staff training occurs three times during the first month of the program. First, in order to sensitize the staff to the atmosphere which needs to prevail for successful program operation, teachers are oriented to the characteristics of the undereducated adult though use of films, slide/tapes, and a panel of successful students. They learn to use the commonality of the students' apprehensions and deficiencies to promote group cohesion and mutual support. Secondly, teachers learn to conduct individual conferences so that students can formulate priorities and goals through the counseling process. Third, the teaching staff is instructed how to use the test instruments and basal materials and how to prepare an individual plan which considers the reading skill deficiencies, life skill needs, and priorities of each student. Instruction: The teacher selects one of three basal series and places each student according to performance on a standardized assessment test and placement inventories. According to the student plan developed in the enrollment process, additional materials are selected from a list compiled by the JCARP staff. Classes are scheduled to accommodate needs of students. Each three-hour class is divided in half: one half devoted to the individual's plan for skill building; and the other half to group dynamics where intellectual and social improvement through the support system are the goals. Evaluation: Weekly assessment sessions are designed to encourage students' progress. Overall goal achievement is addressed at mid-year by means of student-teacher conferences. These conferences concentrate on retention of student.

evidence of effectiveness

JCARP participants experienced an attrition rate of 22%, whereas participants' rates in comparable programs were from 52-80%. JCARP participants made significant gains in reading ability, from grade level of 3.62 to 5.15 during 82 hours of instruction. This was a .70 greater gain than for comparable programs. These effects have been consistent over the three years of program operation.

implementation requirements

The program is effective under diverse instructional circumstances. The program can be successfully implemented with part-time teachers, paraprofessionals, and/or volunteer staff. Training includes model to enable coordinators of volunteer literacy programs to become trainers and managers of volunteer tutors. Pre-implementation training conducted by JCARP staff is required.

financial requirements

Classes can be housed in community centers, libraries, churches, and school buildings with no cost to the project. The only equipment purchased for use in the program was tape recorders which reflects a non-recurring cost. Installation costs per student are $25.97 (for 290 students); subsequent year per pupil costs of $14 are for nonconsumable and consumable materials and additional staff training. A wide variety of commercially available materials typically used in adult basic education programs is used. Reassignment of existing personnel can suffice.

services available

Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Training is conducted at project site at scheduled intervals (adopter pays costs).

contact Ms. Sharon Darling, Director, or Susan Paull, Disseminator; Adult Education, Capitol Plaza Tower, Frankfort, KY 40601, (502) 564-3921

Developmental Funding: State Department of Education Adult Education

JDRP No. 82-19 Approved: 9/15/82

PROJECT

NOMAD: Needs and Objectives for Migrant Advancement and Development

A school year tutorial program, a summer education program, and a family unit program designed to meet the special needs of migrant students through individualized instruction.

target audience

School year program approved by JDRP for students of all abilities, grades K-12; summer program approved for students ages 2.5-17 and young adults to age 21, if they have not received a high school diploma; family unit program approved for total family, all abilities, all ages.

description

The school year tutorial program operates in conjunction with the county's school districts. Certified teachers provide daily intensive instruction in reading, math, and language usage to each student at his or her development level. Enrichment activities in appreciation of culture and the arts and self-concept development are integral parts of the curriculum. The teacher counsels students in social behavior, adjustment to new school situations and teachers, attendance, completion of school, and the advantages of education.

The summer program provides six to eight weeks of experiences planned to compensate for the migrant child's interrupted education. Curriculum includes nutrition and health care, cultural enrichment, career awareness, prevocational opportunities, reading, math, language arts, science, and social studies. Students 10 years of age and older participate in three of the following prevocational programs on a half-day basis: secretarial/clerical, power mechanics, building trades, and commercial art. Students are pretested; identified needs dictate behavioral objectives for each child. The curriculum includes a preschool program designed to prepare migrant children for school. Children are assessed individually and assigned development skills. Social, motor, and oral language development are emphasized. Classrooms are staffed with a teacher and an aide, one of whom is bilingual. Preschool and kindergarten classes have additional aides. A mobile unit provides support services to migrant families at the camps. Activities include basic education, recreation, and human resource assistance. Parental involvement is encouraged through recruiters, evening open houses, and a Sunday fiesta celebration.

The family unit component is an evening program designed to encourage total family involvement. The curriculum includes instruction in basic skills, home economics, and training parents in preschool education. Instruction takes place in a van located at the migrant camps.

evidence of effectiveness

All migrant students are pre- and posttested individually with Gates-MacGiniti Reading Test and Stanford Diagnostic Mathematics Test. Latest test data (1981-82, following JDRP approval) show that students gained an average of 2.4 months per month of instruction in reading and 2.5 months per month of instruction in math.

implementation requirements

Elementary and secondary teachers who are genuinely concerned with educating a disadvantaged and culturally different group are needed. Recruiters representative of the group to be served; aides, administrators, and curriculum and evaluation personnel who will accept the challenge are also needed. Sensitivity training on the needs of migrant students and training in diagnosing needs and prescribing activities are required. Space is needed for individual or small-group instruction.

financial requirements

A wide variety of commercially available materials and equipment already found in most classrooms is used. The cost of staffing depends on local school district salary schedules. The number of staff needed depends on the number of eligible students.

services available

Awareness materials are available. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter must assume all expenses). Training is also conducted at adopter site (expenses must be paid).

contact

John H. Dominguez, Jr., Director; Van Buren Intermediate School District; 701 S. Paw Paw St.; Lawrence, MI 49064. (616) 674-8091, ext. 214.

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 21a Approved: 4/9/73

PROJECT LEARNING TO READ BY READING

A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials; especially useful in alternative schools.

target audience

Approved by JDRP for students from upper-elementary through adult levels with potential for reading and/or reading improvement.

description

The program is a multimedia system for teaching reading especially applicable to students reading below 3.0 Grade Placement Level (GPL), including nonreaders, and effective through 6.0 GPL. Reading With Symbols (cued reading using familiar objects to represent sounds) begins at primary level and progresses through an approximate tenth-grade reading level; it represents a new approach to phonetic and sight-word vocabulary development. Students (usually in groups of three) read orally to a teacher or aide an approximate 700 pages of cued stories. The system also incorporates "read-along" materials (radio plays, short stories, and captioned filmstrips) to be used either in conjunction with upper-level Reading With Symbols materials or alone for students at higher reading levels (GPL 3 and 5-8). Symbols representing 34 basic sounds are learned through use of a workbook. (Instruction on an individual or small-group basis is recommended.) Students learn symbol-sound relationships in less than one week. Thereafter, they read orally daily until they have progressed through the set of 16 cued readers. After completion of the first six books (2.0 to 4.5 reading level), the identical stories are read in the uncued version. This cued reading provides a bridge to regular reading and an opportunity to teach the more significant conventional rules of phonics and furnishes an opportunity for assessment of reading progress. Read-along materials (43 short stories and 40 half-hour radio plays) are used at a higher level of the program. Instruction in preparing this type of material as well as read-along captioned filmstrips is provided in the teacher-training program.

evidence of effectiveness

On Gates-MacGinitie, best project group made gain of 2.2 years in 12 weeks' time (one half-day school). Some students at 4.0 made four or five grades' gain using read-alongs exclusively.

implementation requirements

Aides should be provided. Normal classroom facilities are sufficient, but listening stations equipped with cassette recorders and headsets must be available for read-along phase. Adopters may use only Reading With Symbols, only read-alongs, or both. Program is applicable to remedial groups within a conventional classroom or to specially equipped remedial classes. Single-student tutoring is a viable possibility.

financial requirements

Beginning set of eight Reading With Symbols (R/W/S) readers and teacher's manual free. Set of eight supplementary R/W/S readers (400 pages), $40; set of two uncued readers (400 pages), $20; flashcards, $5; 40 read-along radio plays on cassette with script, $445 for set; 30 read-along short stories on cassette with script, $165 for set; 13 stories on six longer tapes, $60 for set.

services available

Awareness materials are available at no charge. Personnel are available for awareness and training sessions (expenses to be negotiated).

contact

Orval S. Hillman, Director, G & H Reading Materials, P.O. Box 778, Jamestown, CA 95327. (209) 984-5741.

Developmental Funding: USOE ESEA Title III JDS No. 74-37 Approved: 4/29/74

PROJECT CITY AS SCHOOL (CAS)

An alternative high school that combines learning with the world of work.

target audience Approved by JDRP for high school students.

description City-As-School is an independent, diploma-granting high school whose curriculum objective is to link students with hundreds of learning experiences throughout the community. The underlying concept is that the world of experience can be joined with the world of learning, thereby making school more relevant for those students who find the traditional school setting uninteresting, threatening, or unrelated to their present and future plans, or those with a moderate to great degree of success in the traditional setting who begin to look for new horizons for their education.

The participating community organizations are of a business, civic, cultural, political, or social nature, ranging from museums to newspapers. A few examples are American Dance Theater, American Museum of Natural History, Bank Street College, office of Congressman, and Western Electric.

Instead of attending classes in one building, students move from learning experience to learning experience based on a program they choose by consulting the CAS catalog. Students spend 27-32 hours per week at one or more learning experiences conducted by community resources. CAS students receive academic credit for each learning experience successfully completed. Students receive either credit or no credit rather than letter or numerical grades.

Teachers are divided into two major groups: Teacher Advisors and Resource Coordinators. Each Teacher Advisor has direct contact with 80-85 students. These teachers hold weekly orientations, seminars, and class meetings. Advisors are also responsible for individual meetings with students and/or parents, gathering report card and permanent record data, and writing college evaluations for students. Resource Coordinators are responsible for developing new Resources or Community Site Placements, developing curriculum for each learning experience, monitoring students' progress, responding to students' problems at resources, and registering students. Visits to resources are required, as well as phone contact with resources and students.

evidence of effectiveness Based on the norm-referenced Career Maturity Inventory data, there were improvements in test scores both in 1976-77 and in 1980-81. These improvements raised students from the 48th to 71st national percentile in the first year, and from the 16th to 33rd percentile in the second year. CAS participants increased their proportion of course units passed by 57% while the control group was 34% worse. Relative to controls, CAS participants increased their school attendance by 1.04 SD units and .64 SD units for the two treatment years. None of the CAS participants dropped out of school whereas 28% of the control group did in 1980-81.

implementation requirements Components may be fully adopted or adapted by local school districts. While many variations, alterations, and modifications may be made as a result of the replication process, there are several "core" components that must be included by the replicating school: personnel roles of Resource Coordinator, Student Advisor, Community Resource people, and support services. Adopters may select from the CAS model those curriculum components which match their needs. A training workshop is required.

financial requirements Costs required for a minimal adoption of the CAS model are those for training, reproduction of materials, and staffing. Training costs include travel for one project trainer for a three-day implementation training session and for one, two-day follow-up monitoring visit. Materials include the Demonstration Manual consisting of procedures and forms used by the CAS model ($50); Surveys (Community Resource, Student Interest, Alumni Follow-up, Teacher Attitude); and catalog of Community Resource descriptions. Staff costs include released time for teachers to develop and monitor community sites, curricula, etc., and travel expenses to local sites for both teachers and students.

services available Initial and secondary awareness materials are available free. City-As-School welcomes visitations from any school district with one week's notice. Project staff is available at all times to attend initial awareness meetings on a shared-cost basis. Training is conducted both at CAS (one day) and at the adopter site (two days) (costs to be shared). A follow-up, monitoring visit is required (costs to be shared).

contact Joel Fischer; City-As-School; N.Y. City Board of Education; 16 Clarkson Street; New York, NY 10014. (212) 691-7801.

Developmental Funding: USOE ESEA Title IV-C and New York City Board of Education

JDRP No. 82-13 Approved: 6/10/82

PROJECT PROJECT COFFEE (Cooperative Federation for Educational Experiences)

A comprehensive instructional and occupational training and counseling program.

target audience

Approved by JDRP as an alternative occupational education program in high technology for alienated/disaffected secondary students.

description

Project COFFEE was developed in response to the employment demands of high technology and the increasing number of alienated, disaffected secondary school-age students as a comprehensive instructional program. Project COFFEE has uniquely integrated four components: an academic component that provides relevant (occupational and life-coping) basic skills instruction based on an individualized educational plan; an occupational component that provides hands-on educational experiences in an adult-like high technology work environment while reinforcing basic skills; a counseling component that provides occupational and emotional support utilizing state, regional, and local social service agencies; and a physical education component that offers a program of recreational activities adapted to enable students to develop a sense of self-accomplishment and group cooperation. Each occupational program features job entry skills, job placement skills, shadowing experiences, and a related work-study program. Occupational components include: electronic assembly, data processing, building and grounds maintenance, horticulture/agriculture, and distributive education.

Project COFFEE was developed by a regional cooperative federation of seven school districts and a highly successful partnership with high technology business and industry. This partnership has provided educational assistance in curriculum development, staff training, occupational training materials, equipment acquisition, competency-based assessments, internship experiences, and more. Materials include: program manual, basic skills curriculum guide, guidelines for industry/education linkage, guidelines for inter-agency collaboration/community outreach, procedures manual for development of competency-based assessments, and diagnostic needs assessment survey manual for student survival skills course.

evidence of effectiveness

Three years' scores (1978-1981) on the Stanford Achievement Test documented positive trends through scale score gains not only during the program but when compared to three years' scores prior to entry in project COFFEE. Three-year testing with the Tennessee Self Concept Scales documented significantly higher gains for project students than for members of two comparable groups. Students participating in the data processing and electronic assembly program demonstrated acquisition of entry-level skills as measured by a competency-based assessment instrument. Students demonstrated a statistically significant decrease in absenteeism when compared to a large group of comparable students.

implementation requirements

Support of educators, parents, community, school board, local special service agencies, and related business/industries is essential. The project may be adopted by a single school district or by a federation of school districts (cost effective). The program functions extremely well as a "school within a school"; therefore, no additional building site is required. Staffing of the program requires team teaching by a special needs instructor and an occupational instructor for each occupational component adopted. Implementation of a realistic work environment with state-of-the-art equipment is required. An effective communication plan with students, parents, educators, local social services agencies, and related business and industry is required.

financial requirements

Cost of replicating the program is approximately $2,500 to $3,000 per student or $45,000 to $50,000 per training program (15 to 20 students). Effectiveness of the program is greatly enhanced by maximum utilization of existing government-supported social service agencies and industry/education initiatives.

services available

Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff can attend out-of-state awareness meetings (costs to be arranged). Training is available for potential out-of-state adopters at their site or at developer/demonstrator site. Follow-up technical assistance is also available. Materials are available at nominal charge.

contact John R. Phillips, Project Director, or Margaret V. Reed, Project Evaluator; Project COFFEE; Oxford High School Annex; Main Street; Oxford, MA 01540. (617) 987-1626 or -1627.

Developmental Funding: Vocational Education JDRP No. 82-25 Approved: 5/19/82

PROJECT MOSTS Math: Help One Student To Succeed

A diagnostic/prescriptive/tutorial approach. A computerized version of MOSTS Math is available.

target audience Approved by JDRP for math instruction in grades 2-6. It has been used in other settings with kindergarten, first-grade and junior high students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description MOSTS Math is a mastery learning model; however, MOSTS Math's flexibility allows it to be used in a regular classroom as well as in a resource room. Students are carefully placed in a precise sequence of math skills and progress from one skill to the next as mastery is demonstrated. Teachers are provided lesson plans which emphasize the manipulative, representational, symbolic approach to learning. Small group and/or one-to-one tutoring is used to remediate the deficiencies identified by the teacher. Assessment, recordkeeping, and review of materials are integral parts of the program available in paper and/or computerized format.

There is also a MOSTS Reading program.

evidence of effectiveness The Comprehensive Test of Basic Skills was administered during the 1979-80 school year to MOSTS Math students. The gain of these students was twice as large as staff predicted it would be. The mean normal curve equivalent gain for target students was 13.0 NCEs. In addition, it was shown that intervention did not impair the educational development of average and above-average students.

implementation requirements Teachers participate in three days of inservice training. Aides and tutors are subsequently trained by teachers. No special facilities or staff is needed. The required implementation materials include Teacher Guide, Record Forms, Lesson Plans, the Math Objectives Continuum, Criterion Tests, and Answer Sheets for each classroom or resource room. The district must be willing to serve as a demonstration site.

financial requirements Start-up cost per school ranges from $15 to $90 per student, depending upon whether the program is implemented in the classroom or resource room. Second-year costs are minimal.

services available Awareness materials are available at no cost. Visitors are welcome by appointment at the project site. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site or at adopter site. Implementation and follow-up services are available to adopters (all costs to be negotiated).

contact William E. Gibbons, Executive Director; MOSTS Non-Profit Corporation; 5802 MacArthur Blvd., Vancouver, WA 98661. (206) 694-1705 or 693-1775.

Developmental Funding: USOE ESEA IV-C, private and foundation funding JDRP No. 82-8 Approved: 4/9/82

PROJECT HOSTS Reading: Help One Student To Succeed

A diagnostic/prescriptive/tutorial approach. A computerized version of HOSTS Reading is available.

target audience Approved by JDRP for students who need remedial reading instruction, grades 2-12. It has been used in other settings with kindergarten and first-grade students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description HOSTS Reading is a mastery learning program that utilizes citizens' and business participation (30,000 volunteers nationally) plus computer technology to improve student reading achievement. HOSTS Reading features a computerized data base involving the cross-referencing of learning materials for teaching. Materials have been indexed to learning objectives in the mastery of reading skills. The data base references 750 titles by 50 publishers. It has been compiled over a period of 11 years by teachers implementing HOSTS.

There is also a HOSTS Math program.

evidence of effectiveness Program evaluation consists of normative (CTBS, CAT) and criterion-referenced tests. Student achievement scores indicate that, on the average, students doubled their learning rate while in HOSTS Reading. Specific gains by grade levels are available in a detailed report. (Evaluation data collected 1973-82.) Data from adoption sites indicate student gains averaged over 14 NCE (Normal Curve Equivalency) scores.

implementation requirements Key school district personnel must investigate program. Superintendent and Board must approve program. Reading instructor, aide, and principal must participate in a four-day training session. Principal must tutor in program. District must be willing to serve as demonstration site.

financial requirements Start-up cost per school ranges from $1,500 to $3,900 depending upon resources available. Second-year cost ranges from $100 to $400 per school.

services available Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site or at adopter site. Implementation and follow-up services are available to adopters. (All costs are subject to negotiation).

contact William E. Gibbons, Executive Director; HOSTS Non-Profit Corporation; 5802 MacArthur Blvd.; Vancouver, WA 98661. (206) 694-1705 or 693-1775.

Developmental Funding: USOE ESEA Titles I, II, III, private and foundation JDRP No. 75-6 Approved: 1/15/75

PROJECT INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation

A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition.

target audience Approved by JDRP for grades 3-6. This program has been used in other settings with grades 1-2 and 7-12, language arts, English and content-area classes, college basic skills programs, adult education programs, special education programs, and independent and supplementary programs in written composition, but no evidence of effectiveness has been submitted to or approved by the Panel.

description At least three times a year, the teacher evaluates writing samples composed by students on self-selected topics. Utilizing criteria common to nearly all language arts programs, the teacher is then able to assign priorities to the needs of the whole class, groups of students, and individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of writing or rewriting techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A record-keeping system permits students, teachers, administrators, and parents to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with existing language arts curricula and objectives.

evidence of effectiveness Since 1971, evaluations utilizing holistic or criterion-referenced designs with writing samples from students, grades 1-12, in a variety of settings (urban, suburban, and rural) consistently show significant gains in vocabulary, sentence structure, organization, mechanics, and grammar for students in ILA classes.

implementation requirements District makes a definite commitment to improving basic writing skills of all students. District sends initial cadre of teachers and administrators to New Jersey (or elsewhere by arrangement) for two-day training and purchases copies of Teacher's Resource Manual and Management Manual (for administrators). District assumes responsibility for extending program to other grades, classes, and/or schools in future years, with trained administrators conducting inservice programs. District reports to project (directly or through NDN Facilitator) on extent and quality of implementation.

financial requirements District assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. District assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff. Teacher's Resource Manual: $10 per copy. Management Manual (for administrators): $2 per copy.

services available Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted in New Jersey only during three to four weeks throughout the year (all expenses must be paid, including trainees' travel and per diem, and $10 for manual). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Jeanette Alder, Project Director; Woodrow Wilson School; Hauxhurst Ave.; Hackensack, NJ 07087. (201) 865-1566.

Developmental Funding: BSOE ESEA Title III JDRP No. 74-55 Approved: 5/23/74

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PROJECT MERRIMACK EDUCATION CENTER CAI PROJECT

A computer-assisted instructional program to augment the basic skill areas of reading and mathematics.

target audience Approved by JDRP for compensatory education students, grades 2-9.

description This project provides individualized, structured, and sequenced reading drill and practice and tutorial services for students in Title I classrooms. As part of a comprehensive system, the program combines commercially available courseware with supportive organizational arrangements including personnel training, materials, manuals, hardware and software maintenance, learning environment management, and technical assistance.

Based upon each student's measured strengths and weaknesses, a reading specialist places him/her in the appropriate instructional level. Daily, all eligible students receive 30 minutes of individually tailored basic skills remedial instruction. Materials for instruction have been organized in a series of age/grade curriculum strands that are available in both computer-assisted instruction (CAI) and paper-and-pencil form. Two thirds of classtime is spent in small group or tutorial sessions with the teacher. The remaining third is spent interacting with the CAI system. Information is presented to each student in small chunks. Depending on what type of response a student makes, the computer takes an appropriate step -- for a correct response, reinforcement and new material; for an incorrect response, a chance to try again. The teacher can assign the student a special drill for remediation when necessary.

The computer management system thus keeps track of each student's progress, and generates reports for use by teacher and administrators. Procedures have been adapted to serve a multi-school district delivery system, and a management technical assistance system exists to guide implementation of the program as a supplement to the regular program.

This project has been identified as an NDN Technology Lighthouse Center. In addition to the JDRP approved program, visitors to the project site can see other applications of the uses of computers in education.

evidence of effectiveness Experimental groups whose regular instruction program is augmented by computer-assisted instruction in reading outperformed their Title I comparison groups on Metropolitan Achievement Tests.

implementation requirements Adopter would install a cluster of eight terminals, a central processing unit, and a printer in a computer laboratory setting (single classroom is adequate). Classroom teachers can use the system with very little training. No additional staff is required.

financial requirements Host computer services 96 terminals (12 clusters of eight terminals). Each cluster services 240-300 students during the normal school week. Cost is turnkey except for telephone connection which varies with installation site. Cost includes training, technical assistance, full maintenance, lease-purchasing of equipment, insurance, evaluation assistance, all courseware, stand-by terminal tests, etc. Cost of cluster of eight terminals is $30,950 for years one and two. Cost reduces to $13,350 year three and thereafter.

services available Awareness materials (including evaluation report) available at minimum cost. Visitations scheduled bi-weekly. Project staff available to attend awareness meetings in and out of state (costs to be shared). Training done at adopter site as well as project site.

contact Richard Lavin, Director; Merrimack Education Center Computer-Assisted Instruction Program; 101 Mill Road; Chelmsford, MA 01824. (617) 256-3985.

Developmental Funding: USDE ESEA Title I JDRP No. 82-34 Approved: 6/2/82

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PROJECT MODIFICATION OF CHILDREN'S ORAL LANGUAGE

A special program for training staff to work with students having language disabilities.

target audience

Approved by JDRP for language-handicapped students, preschool to adult.

description

This project is based on materials and instructional methods of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient individuals acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing materials, an objective of the project is to provide teachers with an instructional strategy and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped, and with the non-English-speaking or English-as-second-language individuals. It is particularly valuable in early childhood education centers, classes for the educable and trainable mentally retarded, and speech-correction centers.

evidence of effectiveness

Evaluation of significant language behavior in students was done through the Programmed Conditioning for Language Test. In 1973, mean pretest score for group was 13.2%; posttest, 98.6%. Other standardized tests were also used to demonstrate gains, e.g., the Peabody Picture Vocabulary Test, the Northwestern Syntax Screening Test, and the Boehm. Data were collected over a two-year period. Students had varying language disabilities.

implementation requirements

An initial four- to five-day training workshop is required. Follow-up on-site visits are required at scheduled intervals. From two to four instructors should be selected for additional training, so they in turn can become trainers of new people in the district. Unit for training ranges from 10-20.

financial requirements

The cost for adoption varies according to the location of the adopting agency, number of project participants, and degree of implementation. Cost for required program materials is: $124 per participant. Maintenance costs are minimal.

services available

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

contact Betty H. Igel; Monterey Learning Systems; 900 Welch Rd., Suite 11; Palo Alto, CA 94304. (415) 324-0980.

Developmental Funding: USOE ESEA Title III

JDRP No. 6 Approved: 4/16/73

PROJECT

PRECISION TEACHING PROJECT

A precision teaching model designed to remediate and build basic skills through practice and drill, setting performance standards, continuous measurement, and data-based decisions.

target audience

Approved by JDRP for all students, grades K-4. It has been used in other settings but no evidence of effectiveness has been submitted to or approved by the Panel. The State of Montana has validated the use of Precision Teaching in grades K-12.

description

The overall intent of the Precision Teaching Project has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision teaching procedures have been used not only in identifying these students, but also as remediation tactics. (Precision teaching is a set of measurement procedures based on direct, daily assessment.) A resource room is provided for students with more severe learning deficits, while the regular classroom deals with basic skills and minimal problems. One-minute practice sheets are used extensively as a means of building basic tool skills to a level where students are capable of competing within the regular classroom. Direct and daily measurement procedures are employed, using both the manager and the student in recording and charting. Curricular decisions are based on available data.

Resource teachers as well as regular classroom teachers use the precision teaching procedures, which include curriculum materials developed within the project. Instructional methods include one-minute practice sheets from the Precision Teaching materials bank and data-based decisions made from the standard behavior chart.

evidence of effectiveness

Of the 19 experimental/control group comparisons analyzed in 1973 using standardized achievement tests and one-minute probes, 15 variables measured showed the experimental group to be superior on the posttest. In 1976, a follow-up study of the students identified and remediated in 1973 showed the experimental group still superior in 79% of variables as measured by the California Achievement Test, Wide Range Achievement Test, and one-minute probes. In 1979, a longitudinal study using standardized tests (ITBS) showed that Precision Teaching-trained students (K-4) scored significantly higher than control counterparts in math, reading, and spelling.

implementation requirements

An adoption commitment can be made by any unit -- district (urban/rural), single school, or classroom. For on-site training, units should be limited to 20, and for off-site training to 25. Adopting units should include building or program administrator, support personnel (e.g., psychologist), and regular education and/or special education teachers. Initial training requires three days and is available at project or adopter site, and additional follow-up training (three days maximum) is provided at adopter site. Equipment costs are minimal. In most cases existing facilities can be used. Adopting units agree to implement all five components.

financial requirements

Training Manual, $8 (one per trainee); chart paper, $35 per room (two sheets per child); Materials Directory, $3 (one per school); practice sheets, 10¢ per sheet (minimum of 500 sheets). Optional: One-minute timer, stopwatch, or timing tape (one per trainee); Implementation Handbook, $5 (one per school); Mathematics Notebook, $52 (one per school, includes 500 practice sheets); Language Arts Notebooks I and II, $52 each (one per school, include 500 practice sheets each).

services available

Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state meetings (costs to be negotiated). Training is conducted at project site between October and April (all expenses must be paid, including a $300 training fee and cost of training materials). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Ray Beck, Project Director; Precision Teaching Project; 3300 Third Street Northeast; Great Falls, MT 59404. (406) 791-2270.

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 75-25 Approved: 5/6/75 5/17/79

PROJECT

SCHOOL VOLUNTEER DEVELOPMENT PROJECT

A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

target audience

Approved by JDRP for students in grades 2-6 who are functioning one or more years below national norms in reading and mathematics, for teachers desiring tutor assistance, and for volunteer community members. It has been used in grades K-1 and 7-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The School Volunteer Development Project includes an overall plan for a delivery system of volunteer services and the accompanying support materials, recruitment procedures to generate a resource pool of volunteers, training for volunteers and teachers who use these services, and evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adaptable in rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers are provided in addition to inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning-disabled.

The multimedia Starter Kit for the utilization of volunteer services contains two administrative reference books, handbooks, and training materials (one filmstrip-tape) for training volunteers, teachers, and administrators. Three training modules with tapes, a course outline for cross-age tutor training, and two additional reference books are offered as optional items.

evidence of effectiveness

A pre/posttest control group design was used to evaluate two specified outcome objectives for reading and mathematics, grades 2-6, with the Stanford Achievement Test and Metropolitan Reading Achievement Test. Results of data analysis indicate that pupils in grades 2-6 performing one or more years below national norms who were tutored by project volunteers made significant achievement gains over nontutored control groups (seven months for each month of tutoring).

implementation requirements

The basic requirements for adoption are that a school or district purchase the project materials, appoint a person (staff or volunteer) to coordinate the program, provide training for that person in the implementation of the program, and operate the program in at least one school for one year.

financial requirements

Based on a paid coordinator, the total per-pupil cost per school year is $2.25 (31¢ for start-up, 38¢ for management, $1.56 for operation). This cost can be reduced to approximately 70¢ if the adopting school or district uses a staff member or volunteer to coordinate the program.

services available

Awareness materials are available at no cost. Visitors are welcome at project site on the third Thursday and Friday of each month. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Johanna Goetz, Coordinator of Training; School Volunteer Development Project; 1410 N.E. Second Ave.; Miami, FL 33132. (305) 371-2491.

Developmental Funding: USOE ESEA Title III JDRP No. 75-79 Approved: 12/16/75

PROJECT PROJECT SUCCESS: Handicapped

Low-cost phonics program for handicapped elementary school students.

target audience Approved by JDRP for children with reading difficulties, grades K-6.

description Project Success: Handicapped provides instructional service to handicapped students within a fully integrated educational program. A learning specialist works as a staff member in each of the home district's four elementary schools, assisting regular program staff in identifying and serving handicapped students. Handicapped students are given instructional and/or motivational assistance by peers, high school tutors, aides, or parents using specially designed phonics instructional packets.

The intensive use of nonprofessional personnel for service delivery requires a systematic approach to training. Each volunteer participant must demonstrate competency in the use of assistance program training packets. Direct instruction training procedures include modeling for these personnel during training and direct observation in the classroom.

evidence of effectiveness Standardized test evaluation (Wide Range Achievement Test) in each of three years of operation indicated that participating students made statistically significant gains beyond expected normal grade equivalent growth per month during treatment period.

implementation requirements One hour per day per group of 10 tutors.

financial requirements Start-up cost averaged $30 per pupil. Replacement costs for consumable items are approximately $37.50 for 10 students per year.

services available Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as its own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Ronald Smith, Director of Special Services; North Kitsap School District No. 400; 150 High School Road South; Poulsbo, WA 98370. (206) 779-3971.

Developmental Funding: USOE ESEA Title III JDRP No. 75-28 Approved: 5/7/75

PROJECT U-SAIL: Utah System Approach to Individualized Learning

An effective, economical, and exportable system for individualization and improvement of instruction.

target audience

Approved by JDRP for administrators, teachers, and students of all abilities in grades 1-9.

description

When the U-SAIL System is installed, both achievement and attitude gains are made. The program builds skill in program planning, organization, classroom management, effective teaching, and student responsibility.

The system provides for the most appropriate task being prescribed for each learner, given the resources available. Prescription is based on the unique needs of learners in a humane environment for learning. Teaching, monitoring, providing appropriate practice and application of skills learned, giving students feedback, and retrieval or record keeping are basic to program installation. Each part of the system is always operational and influences the behavior of teachers and learners as they manage, teach, and learn.

The system is supported by inservice training in program implementation for administrators and teachers and by curriculum materials designed to assist the teaching of concepts in reading and mathematics (K-9). Training is practical and personalized with emphasis on classroom management and effective teaching of basic skills.

Implementation is possible in a variety of settings with local educators. The U-SAIL program gives teachers and administrators in any physical environment or organizational framework the tools necessary for systematic improvement.

Support materials are available in mathematics, language arts, and reading.

evidence of effectiveness

Student achievement comparisons show experimental U-SAIL students' gain scores are significantly greater than controls in reading, language arts, and math for grades 1-9. Longitudinal data (10-year study) show original schools maintaining significant differences over controls ($p < .01$). Data from adoptions consistently show positive impact on student achievement where U-SAIL is implemented in reading, language arts, and mathematics. Arkansas, for example, reports 22 U-SAIL schools average five months' gain greater than baseline comparisons.

implementation requirements

Program may be implemented in a single primary, intermediate, or middle-school unit, or in total school or district configurations. Two to five days are required for staff training with follow-up inservice as needed. Administrator or implementer instruction usually precedes teacher inservice. It is recommended that only one content area be installed per year. Second- and third-year involvement provide stabilized change in practice and allow for integration of additional content areas into the system. No special facilities are required. Adopter costs include stipends paid to teachers for involvement and costs of materials.

financial requirements

Cost of materials varies with extent of implementation. Start-up costs average $4 per pupil. Maintenance costs can be absorbed within a regular district budget. Costs of staff training vary and are negotiable. Teachers of teachers are trained, and follow-up assistance is given. Development of local leadership is emphasized.

services available

Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at the project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact Carma M. Hales, Director; U-SAIL Project; 2971 Evergreen Ave.; P.O. Box 9327; Salt Lake City, UT 84109. (801) 486-5491.

Developmental Funding: USOE ESEA Title III

JDRP No. 76-95 Approved: 10/4/76 7/11/80

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PROJECT Project WR.I.T.&E: Writing is Thorough and Efficient.

target audience Approved by JDRP for grades K-12.

description Project WR.I.T.&E is a K-12 writing program designed to improve students' writing competency and fluency in composing by using a process approach to writing that is developmentally tailored to students' needs.

evidence of effectiveness Based upon the results of 3 experimental studies across different grade levels (3, 4, 5, 7 and 11), students receiving instruction with the Project WR.I.T.&E curriculum significantly out performed ($p<.01$) comparable control group students in writing ability, as measured by the Holistic Writing Assessment Procedure.

implementation requirements Adopters must plan to attend staff development activities directed by Project WR.I.T.&E staff, at which time a system for ongoing monitoring and support activities will be provided.

Additional staff are not necessary for replicating the project but retraining of current staff is necessary. The Project offers a 3-day workshop designed to prepare teachers for using Project teaching techniques. Teachers planning to implement Project WR.I.T.&E should attend the workshop in the summer or school year prior to implementation.

financial requirements Program costs include training workshops, teacher curriculum guides, student composition books, quarterly student publications, annual young authors' conference, and postage. Initial installation cost per student (N=600) is $15.25 with a recurring cost of $3.50. During year two, the installation cost per student is $7.18 with a recurring cost of $1.54. For year three the installation cost per student is $7.18 with a recurring cost after year three of $1.60.

services available Project staff are available to conduct workshops as well as awareness sessions either at the Project site or elsewhere. Visitors are welcome to visit the Project by appointment. Project staff are also available to provide technical assistance in conducting a writing needs assessment and in holistic scoring of writing samples.

CONTACT Mr. Walter J. Vail, Project Director; or Ms. Patricia A. Rubin, Project Coordinator; Project WR.I.T.&E; Glassboro Board of Education; North Delsea Drive, Glassboro, New Jersey 08028 (609) 881-2290.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction
Capital Plaza Tower, Frankfort, Kentucky 40601

Jefferson County Adult Reading Program

Key Adoption Elements

Literacy Program Co-ordinator/Trainer

Ideal: Employ or reassign a certified teacher having experience in Adult Basic Education to devote 10 hours per week to developing and managing a literacy program.

Acceptable: Employ or reassign a paraprofessional who will gain experience by teaching reading to at least five adults prior to commencing management and training activities. This coordinator works at least 10 hours per week.

JCARP Training

Coordinator/Trainer must complete the 18-20 hour JCARP workshop presented by a certified JCARP trainer.

Training Design

Ideal: Follow the JCARP training design and recommendations for training of staff and volunteers.

Acceptable: Follow JCARP training design and recommendations as closely as possible, modifying when necessary to adapt to local situation.

Instructional Design

Ideal: Instruct students in small groups (3-10) providing systematic coverage of basic skills through the use of a basal series. Provide individual attention to students in meeting their needs, both academic and personal, through the services of trained volunteers. Focus instructional planning on the short and long term personal goals of individual students.

Acceptable: Utilize the one-on-one format with volunteers and students in rural communities or where other circumstances preclude the possibility of groups meeting in centers. Focus instructional plans around academic and personal goals of students.

Utilization of Volunteer Services

Ideal: Recruit, train and manage volunteers (as outlined in JCARP training) to work in centers with teachers, in reading instruction and/or other capacities as needed.

Acceptable: Recruit, train and manage volunteers (as outlined in training, with local modification) to work one-on-one with students in isolated locations where circumstances dictate this format.

Program Year

Ideal: Operate literacy program for six months with pre and post testing of students using TABE tests as outlined in training.

Acceptable: Operate literacy program for at least 3 months with pre and post testing of students using TABE tests.

KEY ELEMENTS OF THE

ADULT PERFORMANCE LEVEL (APL) PROGRAM

1. Each implementer of the APL Program will take part in a training workshop prior to implementation.
2. Each implementer of the APL Program will take part in a post-implementation follow-up visit, if applicable.
3. If the student can read, he will be administered the Tests of Adult Basic Education (TABE) to determine skill level. He will be given the TABE Locator Test to determine which of the three test forms (E, M or D) is most appropriate. These tests are available from McGraw-Hill Publishing Company.
4. APL students scoring below a 6th grade level will be placed into instruction on the basis of informal discussion with the teacher and their Interest Survey.
5. APL students scoring at the 6th grade reading level or above on the TABE will be administered the APL Content Area Measures to determine level in the five APL content areas and placement into instruction. Clients who score as an APL 1 or 2 in any objective within one or more of the Content Area Measures are given learning activities in those objectives.
6. Clients demonstrating competency (i.e., who score as an APL 3 in an objective within a Content Area Measure) before instruction will generally not be placed into instruction in that objective.
7. Students will be readministered whatever measures were initially used for diagnosis after they complete the instructional portion of the APL Program or before leaving the program if they leave before completion. This includes the Content Area Measures and TABE.

8. Students who began the program as non-readers or scored below the 6th grade level on the TABE will not be administered the Content Area Measures until they can read at the 6th grade level.
9. Mastery of curriculum will be defined as scoring at the APL 3 level on each objective within each Content Area Measure.
10. No part of the APL Program will be time-based.
11. The adopter will submit evaluative data as requested.

The following additional key elements apply to adoptions of the APL Competency-Based High School Diploma Program only:

12. The adopter must have the authority to issue a regular high school diploma based upon satisfactory demonstration of functional competency through the APL Competency-based High School Diploma Program (CBHSD) before a training workshop is held.
13. The satisfactory completion of each of the APL Life Skills is included as part of the program for each CBHSD student.
14. Each of the eight options under the Individualized Competency portion of the CBHSD Program is available to each student (3 under Occupational/Vocational, 3 under Postsecondary Education, and 2 under Home Management/Maintenance).
15. A complete portfolio containing documentation of all the work, test scores and activities accomplished by the APL student will be maintained by the adopter site.

PROJECT INFORMATION SHEET

PROJECT

Project FIST
Middlesex County College
Division of Community Education
CN-61
Edison, NJ 08818
(201) 249-7987

CONTACT PERSON

Iris Saltiel, Project Coordinator

SERVICES/RESOURCES

OVERVIEW: 1 Hour
Overview presentations provide an opportunity for audience interaction and questions.

TRAINING: 2 Days Longer if requested
Trainer can travel to adopter.

Training takes 2 days. Participants are the teachers and administrators involved in the implementation. Training covers project history, needs assessment, student recruitment, assessment and selection, volunteer recruitment and selection, volunteer training, program management and coordination of services, record-keeping, supportive services and adaption of FIST to your site.

EVALUATION:

Adopter must use FIST methodology. The adopter must use project developed training manuals. Adopter must administer pre and post test to participants. In addition, status of adoption is evaluated by questionnaires to be completed by project participants.

FOLLOW-UP:

Follow-up is provided. Adopter may request site visit by trainer for monitoring, evaluation, retraining, demonstration or technical assistance. (Project FIST assumes expenses only if adopter can not and if project funds permit).

ACTIVITIES NECESSARY TO IMPLEMENT PROGRAM

- Identify the core staff who are to receive the training and work with the program.
- Completion and submitting of project data to FIST office as requested.
- Administer pre and post tests to students.
- Respond to questionnaires.
- Provide volunteer training as necessary: Using FIST training, curriculum and materials.
- Recruit student population if necessary.

PARTICIPANTS: Administrators and Instructors.

ADOPTION EXPENSES

COST OF PROJECT MANUALS AND MATERIALS: Available at cost
EXPENSES OF TRAINER: Negotiable
Principal recurring cost is the salary of a part-time trainer/coordinator (8 hours per week @ $7 per hour x 48 weeks = $2,688). Programs can avoid this expense by assigning an existing staff member to the role of trainer/coordinator.

A NATIONAL DIFFUSION NETWORK JDRP APPROVED PROGRAM

JCARP
Jefferson County Adult Reading Program
ADOPTION AGREEMENT

This application is a joint application including the district listed below and the JCARP Discrimination Project.

Adopter Institution/Agency _____

Address: _____
(Street) (City) (County)

_____ _____
(State) (Area Code) (Telephone)

Community: _____ Rural (under 10,000) _____ City Population (10,000-25,000)

_____ City population (25,000 - 200,000)

_____ City population (200,000 +)

Congressional District or districts _____

Coordinator _____

Section I

The adopting school district (agency) agrees to implement the following core components of the JCARP program through the activities of co-ordinators trained by JCARP staff:

1. Designate at least one part-time adult educator to serve as literacy coordinator.

2. Literacy coordinator must attend and complete JCARP workshop. Follow the training procedures as outlined in JCARP for training volunteers.

3. Utilize the services of volunteers who are trained, monitored, and assisted by literacy coordinator and/or other staff.

4. Submit a plan (Letter of Implementation) of how the JCARP program will be established and evaluated in the adopting district within 30 days of training or within 30 days of implementation. (In Kentucky, the 310 proposal will serve this purposes.)

5. Conduct the literacy project through at least a three month period between pre- and post-testing.

6. Assume responsibility for expanding JCARP within the adopter district if so desired. (Optional)

SECTION II

The JCARP project agrees to provide the following:

1. Necessary personnel to in-service the adopter district in the adopter district or in Louisville. (Training costs paid by adopter.)

2. Technical (follow-up) assistance to adopter school by:

   - responding to the questions or difficulties of users/adopters

   - visiting selected adopter sites within six months to observe the method and degree of implementation (expenses to be negotiated)

   - corresponding regularly by telephone or letter with the adopter

3. Rudimentary evaluation design to assess the effectiveness of the implementation process and the program's impact at the adopter site.

JCARP-NDN Project Director _____ Date _____

Administrator-Adopter Institution/Agency _____

Date _____

Coordinator _____ Date _____

Susan Paull
Project Disseminator
Adult Education
4409 Preston Highway
Louisville, KY 40213

New York State
External High School Diploma Program

ADOPTION AGREEMENT

Adopter's Name:_____

School District (if applicable):_____

Street:_____ City:_____

State:_____ Zip Code:_____ Telephone:_____

In order to implement the External Diploma Program, the Adopter agrees to provide the following:

Evidence that a local school board has agreed to award its regular high school diploma to adults who satisfy the program requirements.

Attendance by all staff who will perform functions directly related to implementing the program at the training workshop that is conducted by the Developer/Demonstrator.

Facilities and equipment necessary for training if training is to be conducted at the Adopter's site.

Quiet and confidential facilities necessary for the implementation of the program.

Evidence that the EDP's diagnostic, final assessment and record-keeping functions and all program materials are being implemented according to the procedures that are outlined in the program manuals.

A regular statistical report that documents the demographic characteristics of the population served by the program as well as each participant's progress in the program.

Evaluation data to be gathered by both the Adopter and the Developer/Demonstrator.

In return, the Developer/Demonstrator agrees to provide the following:

Model assessment centers that may be visited.

Training for all EDP staff positions to be negotiated with the Adopter.

Ongoing technical assistance and one program evaluation between 6 and 12 months after implementation.

Evaluation materials and data analysis that will be shared with the Adopter.

Updated EDP materials as they become available.

_____ / _____
EDP Project Director Date

_____ / _____
Designated Official & Position Date

_____ /
State Facilitator Date

MIDDLESEX COUNTY COLLEGE
DIVISION OF COMMUNITY EDUCATION
Project Fist: Volunteers Fighting Illiteracy
Adoption Agreement

AGENCY _____ CONGRESSIONAL DISTRICT _____

ADDRESS _____

CITY/STATE/ZIP _____

CONTACT PERSON _____ TITLE _____

ADDRESS _____ PHONE (___) _____

DATE _____

ADOPTION DATA:

The United States Department of Education requires NDN programs to provide the following information about their adopters of record. Please provide the following information:

POPULATION TYPE*	NO. OF SCHOOLS	NO. OF CLASSROOMS INVOLVED	NO. OF ADMINISTRATORS TRAINED	NO. OF TEACHERS TRAINED	NO. OF STUDENTS INVOLVED	MONTH AND YEAR PROGRAM BEGAN	EVALUATION DESIGN**	% OF STUDENTS EVALUATED	SAMPLE SELECTION R—random, NR—non-random.	EFFECT OF ADOPTION***

*** POPULATION TYPE**
BC-big city, population of 200,000 or more.
MC-medium city, population between 25,000 and 200,000.
SC-small city, population between 10,000 and 25,000.
R-rural, population of less than 10,000.

****EVALUATION DESIGN**
1. Original project design used.
2. Modified project design used.
3. Project approved design used.
4. No evaluation used.
5. Other.

*****EFFECT OF ADOPTION**
For project use only.

PROJECT FIST, in conjunction with and under the authority of the United States Department of Education, National Diffusion Network, offers, to interested educational agencies the following plan for the adoption/adaption of the FIST program.

PROJECT FIST agrees to provide the following materials and services:
1. Project instructional materials at cost.
2. Comprehensive two day training in the essential components of the program for staff and administrators at the project site or the adopter site.
3. Technical assistance and follow-up consultation services to the adopting district.
4. On-going evaluation services to the selected agency.
5. Turn-key training opportunities to individuals from the adopting agency.

The ADOPTING AGENCY agrees to:
1. Purchase FIST instructional materials.
2. Provide adequate release time for staff training activities and underwrite costs (if any) for such activities.
3. Identify the core staff to receive the administrative training and to work with the program.
4. Designate an administrator as Project Director to coordinate, supervise, and monitor FIST activities within the district and to designate a staff member to assist the Project Director, serving as a liasion between administrators and tutors and provide support to staff implementation.
5. Implement the FIST program providing monitoring to assure successful implementation.
6. Provide Volunteer Training as necessary: Using FIST training curriculum and materials.
7. Cooperate with the FIST staff and the United States Department of Education, Nationl Diffusion Network by completing and submitting all requests for project data to the project office.

_____ _____

Coordinator/Project FIST

68

Authorized Agent/Adopting District

WHITE—Project FIST YELLOW—Consumer District PINK—Facilitator

CALIFORNIA FACILITATOR CENTER

IMPLEMENTATION AGREEMENT FORM

FOR OFFICE USE ONLY

___ IAF SENT TO D/D

___ ENTERED ON COMP

SCHOOL YEAR _____

_____ SCHOOL DISTRICT

_____ CONTACT PERSON - TITLE

_____ ADDRESS

_____ HOME ADDRESS

_____ CITY STATE ZIP

_____ CITY STATE ZIP

_____ SCHOOL PHONE

_____ HOME PHONE

NDN PROGRAM TO BE IMPLEMENTED _____

TRAINING DATES _____ PROPOSED DATE OF IMPLEMENTATION _____

NAMES OF THOSE TO BE INVOLVED IN IN-SERVICE TRAINING

_____

_____

_____

IF MORE SPACE IS NEEDED, PLEASE ATTACH LIST. THANK YOU.

PLEASE SUPPLY THE FOLLOWING INFORMATION IN REGARD TO THE PROJECT IMPLEMENTED.

GRADE LEVELS _____ NO. OF BLDGS USING PROJECT _____

NO/ADMINISTRATORS TRAINED _____ NO/CLASSES _____

NO/TEACHERS TRAINED _____ NO/STUDENTS INVOLVED _____

PUBLIC _____ NON-PUBLIC _____ CONGRESSIONAL DISTRICT _____

POPULATION TYPE (SEE KEY) _____

FUNDING SOURCE _____

EVALUATION RESPONSIBILITY _____

D/D'S _____ ADOPTING SCHOOL _____

FOLLOW-UP _____ 60 DAYS _____ 90 DAYS

APPENDIX 4

BUILDING IMPLEMENTING _____

BUILDING CONTACT | TITLE | PHONE

ADDRESS | CITY | STATE | ZIP

IF MORE THAN ONE BUILDING IS TO BE INVOLVED IN PROGRAM IMPLEMENTATION, PLEASE INDICATE ON AN ATTACHED SHEET THE BUILDING NAME, ADDRESS AND CONTACT PERSON.

DISTRICT CONTACT PERSON'S SIGNATURE

CALIFORNIA FACILITATOR DIRECTOR'S SIGNATURE

NDN PROJECT DIRECTOR'S SIGNATURE

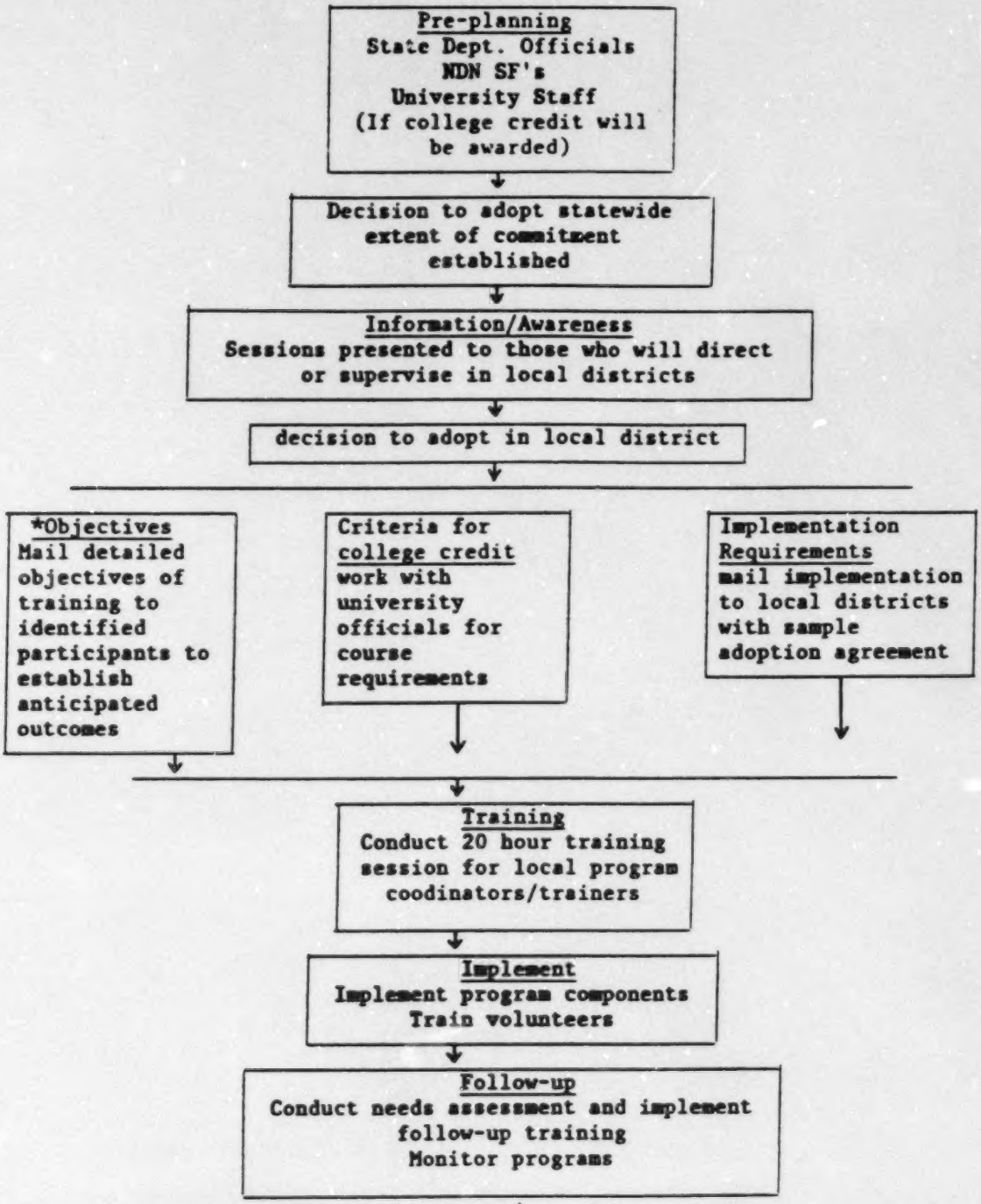
RETURN TO CALIFORNIA FACILITATOR CENTER
1575 OLD BAYSHORE HIGHWAY
BURLINGAME, CA 94010

PHONE/(800) 672-3494 IN CA
(415) 692-2956

POPULATION TYPE KEY

BC	BIG CITY, POP. GREATER THAN 200,000
MC	MEDIUM CITY, POP. BETWEEN 25,000 AND 200,000
SC	SMALL CITY, POP. BETWEEN 10,000 AND 25,000
R	RURAL, LESS THAN 10,000

The JCARP uses the following model for statewide implementation provided that more than 20 school districts or counties are involved.


Pre-planning
State Dept. Officials
NDN SF's
University Staff
(If college credit will be awarded)
Decision to adopt statewide extent of commitment established
Information/Awareness
Sessions presented to those who will direct or supervise in local districts
decision to adopt in local district
*Objectives
Mail detailed objectives of training to identified participants to establish anticipated outcomes
Criteria for college credit
work with university officials for course requirements
Implementation Requirements
mail implementation to local districts with sample adoption agreement
Training
Conduct 20 hour training session for local program coodinators/trainers
Implement
Implement program components
Train volunteers
Follow-up
Conduct needs assessment and implement follow-up training
Monitor programs

*Training design with objectives is contained in attachment A.

LITERACY PROGRAM IMPACT DATA: 1983-1984

Student Academic Data:

	Project or Site	A Number Enrolled*	B Average Reading Gains	C Average Instructional Hours
1				
2				
3				

Student Data (other achievements):

	Project/Site	Total # Enrolled	Job or Better Job	Removed from Public Assistance	Registered to Vote	U.S. Citizenship	Driver's License	Increased Self-Confidence	Improved Basic Skills
1									
2									
3									

* Students for whom pre and post test scores are available

RETENTION DATA

	Reasons for Separation	Number of Students (per project site)		
		1	2	3
1	Positive terminations (got a job, end of the program year, met goals)			
2	Encountered obstacles (health, child care etc.)			
3	Other			
4	Unknown			

(Please do not include here students who separated after completing fewer than 30 hours of instruction)

COMMUNITY INVOLVEMENT

List any agency or institution linkages which have proven helpful in the areas of student referrals, other student services, volunteer recruitment, donation of materials, facilities, etc.

_____

_____

_____

_____

_____

Do you have a literacy council in your community? In what capacity does it function?

_____

_____

_____

_____

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Facilitator Project
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State Facilitator
Alaska Department of Education
Pouch F - State Office Building
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(302) 736-4583

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Eaton School
34th and Lowell Streets, N.W.
Washington, D. C. 20008
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Dr. Ralph Vedros
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Division of Public Schools
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Tallahassee, Florida 32301
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March 1985

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cc: Gale B. Ewer
ABE Project Director
Greater Springfield Regional Ed. Center
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